

DETERMINANTS OF UNEMPLOYMENT IN UGANDA

A CASE STUDY OF KANSANGA TOWN

BY

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**A DISSERTATION SUBMITTED TO THE COLLEGE OF ECONOMICS AND
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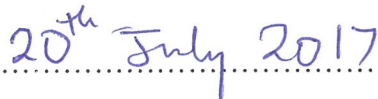
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DECLARATION

I, Kamukama Albert declare to Kampala International University that the dissertation entitled the Determinants of unemployment in Uganda: -a case study of Kansanga town is my own origin work carried out by me under the guidance of Mr. Katongole Nasser. It has not been previously submitted for the award of any academic qualification.



Signature



Date

APPROVAL

I certify that this research report by **Kamukama Albert** , carried in Uganda under my supervision is now ready for submission to the College of Economics and Management, Kampala International University

Signature..... .....

Date..... .....

Mr. Katogole Nasser

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LIST OF ABBREVIATION AND ACRONYM

DD	Demand
ILO	International Labor Organization
LE	Labor Equilibrium
SPSS	Statistical Product and Service Solution
SS	Supply
U	Unemployment
W	Wage
Y	Youth
DRC	Democratic Republic of Congo

ABSTRACT

The objective of this study is to assess the determinants of unemployment in Uganda using Kansanga town as a case study. The study addresses the four specific objectives, to explore youths' views on what they identify as necessary for them to be employed, to examine employer's perception about what they consider to be the root cause for youth unemployment, to determine the extent to which education in Uganda prepares youth for self-employment and to propose the ways for solving youth unemployment problem in Uganda. Questionnaire and interview were used to solicit information from 100 respondents. SPSS (Statistical Product and Service Solution) was employed to analyze quantitative data, while qualitative data were subjected to thematic analysis. Study findings reveal that although job opportunities are few, youths blame the current education curriculum, saying it is too theoretical and do not expose students to necessary practical, skills to employ themselves. They also point to corruption and nepotism practiced by employers which they believe hinders competent youths from accessing employment. Employers on their side believe that youths, unlike adults have no necessary experience and competence needed in the world of work. - The study recommends , among the following to emphasize more on practical training in each stage of learning should be insisted, to improve quality of education, to introduce entrepreneurship training in each school and college is important to develop creativity and innovativeness in students. Government should fight against corruption, - to allow fair play in the access to employment.

CHAPTER ONE

INTRODUCTION

1.1 Background Information

1.1.1 Historical background

With less experience and fewer skills than many adults, young people often encounter particular difficulty accessing work. The global youth unemployment rate, which has long exceeded that of other age groups, saw its largest annual increase on record in 2009; at its peak, 75.8 million young people were unemployed. (United Nations “World Report”, 2012)

“We are entering the era of unparalleled talent scarcity, which, if left unaddressed, will put a brake on economic growth around the world, and will fundamentally change the way we approach workforce challenges.” -- Jean Charest, Premier of Quebec, World Economic Forum “Global Talent Risk Report”, 2011

“The world is on the cusp of entering a new reality in which human potential itself will become the major agent of economic growth.” – Jeffrey A. Joerres, CEO and President of Manpower Group, “Entering the Human Age”, 2011

In most African countries, including Uganda, unemployment, underemployment and poverty levels have continued to increase and have remained at extremely high levels (Swai, 2014) despite considerable efforts to educate both children and adults. In recent years, there has been increased concern over the tragic waste of human potential, particularly for the youth, as most of the youth are either unemployed or underemployed. On the other hand, some youths and even children are overworked due to lack of labor laws and standards.

Employment is a crucial aspect of any human being, especially for youths as they journey towards adulthood. Families and schools play a vital role in helping youths explore careers that match their strengths and interests and in helping them understand the importance of building basic work skills so they are prepared for employment (NCWD, 2012).

While most of the families have high expectation of their children to find jobs and contribute to the family development, many youth's complete schools and even colleges without get stable employment, youth unemployment has come to be among the major challenges in Uganda (Msigwa, 2013).

A study by ILFS (2000) shows that youth unemployment and underemployment in Uganda is on the increase as an increasing number of youth is completing education and others are moving to Urban centers like Kampala. ILFS 2000/01 showed that the rate of youth unemployment is about four times the adult unemployment rate and is growing at double the rate for adult unemployment.

While there is no universal definition of the youth, because youth- is traditionally defined as a period of transition from childhood to adulthood. (UNECA2009),

“youth” are defined as people between 15 and 39 years of age. However, several African countries define their youth population differently. For example, Ghana, Tanzania and South Africa define the youth population as those between 15 and 35 years of age; Nigeria and Swaziland define it as those between 12 and 30 years; and Botswana and Mauritius define it as those between 14 and 25 years but Uganda defines it as those between 18 and 30 years. These varying definitions of the youth population make it difficult to effectively discuss issues affecting youth in Africa as a whole and to compare information across countries. The age band used in the *AYR* is too wide because it is generally agreed that people in their 30s are adults, and hence not part of those youth who are in transition to adulthood.

Population data are commonly presented in five-year age bands or presented for children (below 18 years) and for adults (18 years and above).

Similarly, labor market data are typically presented for adults (16– 64 years).

Globally youth unemployment was estimated at 12.6 per cent in 2013, and this has been pointed as a “crisis”. As many as 73 million young people are estimated to be unemployed in 2013 at the same time. The economic and social costs of unemployment, long-term unemployment, discouragement and widespread low-quality jobs for people continue to rise and undermine economies' growth potential. Skills mismatch is adding to the employment crisis. Skills

mismatch on labor markets has become a persistent and growing trend. Over education and over-skills co-exist with under education and under-skills, and increasingly with skills obsolescence brought about by long-term unemployment. Such a mismatch makes solutions to the employment crisis more difficult to find and more time consuming to implement (ILO, 2013).

The weakening of the global recovery in 2012 and 2013 has been linked to unemployment and the queues for available jobs have become longer and longer for some jobseekers. So long, in fact, that many people are giving up on the job search.

- By 2018 the Global youth unemployment rate is projected to rise to 12.8 per cent, with growing regional disparities, as expected improvements in advanced economies will be offset by increases in unemployment in other regions, mainly in Asia.

1.1.2 Theoretical Scope

This study used two theories of employment: Human capital theory as developed by Smith, 1776/1937; Alfred Marshall, 1890/1930; and Irvin Fisher, 1906 and Neo-classical employment theories by Campbell and Brue, 1995, Davidson, 1990 to analyze the independent and dependent variables of Unemployment in Uganda.

1.1.3 Conceptual background

Unemployment refers to the situation whereby people that are available for and actively seeking work, but have not been able to find any. Such people have not worked for more than one hour within any given week. If a Mother left work to bring up a child or if someone went into higher education, they are not working but would not be classified as unemployed as they are not actively seeking employment

(Tejvan, 2010)

Given that one of the goals of this dissertation is to analyze the major determinants of Unemployment, it is worth spending time defining the two terms separately. The first step will be to explain the concept of Unemployment, followed by the determinants of unemployment.

O'Higgins (1997) defined unemployment as a multidimensional concept which involves economic, politic and social dimensions. It is a difficult concept to define and measure since it depends on the economy of the areas, social settings, and culture and education system.

According to the international labor organization(ILO), unemployment refers to those people who have not worked for more than one hour during the short reference period but who are available for and actively Seeking work, due to the different understanding about the concept also. (C.M.Ambilikile, 2004) defined unemployment as the number of people in a country who are willing and able to work but are unable to find jobs.

1.1.4 Contextual Background

The study concentrated on **two** variables: Unemployment and its determinants. The **first** one being Unemployment as **the dependent** variable that was determined by various factors which include: gender discrimination, which may result into girls struggling for jobs, limited access to education, skill mismatch, geographical location of jobseekers, low levels of economic activity and low level of investment, limited formal work experience, and lack general and job-related skills. And these determinants are the **independent variables** of the model.

1.2 Problem Statement

From the foregoing, Unemployment has been identified as a problem in need of a solution. Many people are frustrated looking for jobs that are not there. This study looked deeply into the main factors which are responsible for the existing Unemployment in Uganda so as to come up with different possible remedies for the problem. The prolonged jobs crisis also forces the current generation of youth to be less selective about the type of job they are prepared to accept, a tendency that was already evident before the crisis. Increasing numbers of people are now turning to available part-time jobs or find themselves stuck in temporary employment or without any employment for instance in Uganda, National Identification and Registration Authority (NIRA) on 19th April, 2017 advertised 12,200 temporary jobs in which 12,000 were the Enrollment Officers and the 200 were the Data Processing Officers but the number of youths that turned up for these temporary jobs which took 3-4 months only was overwhelming. Early January, 2017, Vodafone-Uganda, a Telecommunication company in Uganda advertised 50 jobs but the number of the youth that turned up for these jobs tripled the required number of people. The researcher was among the applicants in the above two organizations. Secure jobs, which were once the norm for previous generations – at least for the learned ones – have become less easily accessible for today's youth.

While the forgoing reasons for Unemployment may be valid, Scholars use theories to also explain unemployment.

1.3 General Research Objective

The general objective of this study was to explore the determinants of unemployment in Uganda.

1.3.1 Specific objectives

- (i) To assess the determinants of unemployment in Uganda
- (ii) To assess the level of Global Unemployment
- (iii) To determine the possible measures to Unemployment

1.4 Research Questions

- (i) What are the determinants of Unemployment in Uganda?
- (ii) What is the level of unemployment in the whole world?
- (iii) What could be the possible measures to unemployment in Uganda?

1.5 Research Hypothesis

Are there significant determinants of unemployment?

1.6 Scope of the Study

This study was conducted in Developing countries particularly in Uganda in which the data was collected from many journals, records, newspapers and UBOS records about unemployment plus other various sources where by the aim is to secure information as guided by specific objectives of this study such as, to assess the determinants of unemployment, to assess the level of global unemployment as well as determining the possible measures for unemployment problem in Uganda.

1.6.1 Geographical Scope

The study was conducted in Uganda. Uganda is one of the Six East African countries and its capital city is Kampala. Uganda is composed of 111 districts, most of which are named after their main commercial and administrative towns and these may include Mbarara, Jinja, Kanungu,

Kabale, Ibanda, Kiruhura, Gulu, Masindi, Hoima, Bushenyi, Kamwenge, Buvuma, Gomba, Kalangala, Kalungu, Kampala, Kayunga, Kiboga, Kyankwanzi, Luweero, Lwengo, Lyantonde, Masaka, Mityana, Mpigi, Mubende, Mukono, Nakaseke, Nakasongola, Rakai, Ssembabule, Wakiso and many others. Kampala is the second district with the highest population of 1,507,080 people after Wakiso district which had the highest population of 1,997,418 people. The central region by then a total population of 9,529,227 (2014 Census). On July 01, 2016, the Central region's population was estimated to be 10,095,900 people. The total population of Uganda was 24,442,084 (2002), 34,634,650 where the females constituted 51% of the population. Children below 18 years constituted 55% of the population, Youth(18-35years), 23%, age dependency ratio was 103%.(Census 2014 Final Results) and was estimated to be 36,593,000 people in 2016. (Uganda Bureau of Statistics, March 24, 2016).

The current population of Uganda is approximately 41,376,947, an equivalent to 0.55% of the total world population. The population density of Uganda is 209 per Km²(540 people per ml²). The total land area of Uganda is 199,816 Km²(77,149 sq. miles). The 17.3% of the population of Uganda is urban(7,192,401 people in 2017) and the median age in Uganda is 16 years.(Friday, April 21, 2017 – the latest United Nations estimates)

The total land area of Kampala is 189km²(73 sq.ml)with a population of 1,507,080(UBOS, 2014 Census).

1.6.2 Time Scope

The study traced the phenomenon of unemployment in Uganda since 1990s during the period when Population and Unemployment rates in Uganda began to rise, and was conducted in 6 months period within which three months were spent on information collection and three months on data analysis, and report writing.

1.7 Significance of the Study

This study seeks to determine the major determinants of unemployment in Uganda and suggests the possible ways of solving the problem to employment in such a Developing country like

Uganda. This study will help developing countries in laying the strategies to create more job opportunities and in addressing the issue of unemployment.

The results of the study are also important to the employers and other labor market players, for understanding the source of problems resulting in unemployment in Uganda. But also, the study provides information to the people in the country to understand the determinants of unemployment in a country and the possible ways to tackle it. The study also adds to the literature by filling the knowledge gaps on the roots of unemployment and how the problem can possibly be addressed in the country.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This Chapter reviews and discusses literature related to this study. This focuses on views on the major factors that bring about unemployment; the level of global unemployment and strategies for solving the unemployment problem in Developing countries. The first section presents theoretical framework that covers two theories: Human Capital theory as developed by Adam Smith, (1776/1937) and used by Alfred Marshall (1890/1930) and Irvin Fisher (1906) and neo-classical employment theories as used by Davidson, (1990) and Campbell and Brue, (1995).

2.2 Theoretical Review

2.2.1 Human Capital Theory

Human capital theory has been used to explain the importance of knowledge, attitudes, and skills in productive activities (Hornbeck and Salamon, 1991). The term human capital came into being as early as the 1770s, when Smith, 1776/1937; Alfred Marshall, 1890/1930; and Irvin Fisher, 1906 hypothesized that the investment in human beings through the provision of education, training and medical treatment would improve the productivity of individuals and the workforce as a whole. In investing in young people for example, governments consider both opportunity cost and the direct cost of investment and therefore, education and training have been perceived as important investment on people to gain paid employment and are used to signalize who have the most productive potentials in employment. Spence explain how an individual's level of education can be used as a signal not only on knowing a specific subject, but also of their generally (otherwise) unobservable ability such as higher level of logical thinking and judgment. However, as this study indicates, some employers consider other Unobserved characteristics such as motivation, job experience and hardworking, which may not result from education and training. However, many employers still use this Human capital theory when they make decision to hire. However, there may be a situation where a certain level or type of education may not be entirely necessary for a particular job, but still it is used as an unobserved ability to productivity.

2.2.2 Neo-classical Theory

Neo-classical employment theories have been used to explain three characteristics of unemployment: structural, frictional and cyclical unemployment. Structural unemployment is conceived as a product of the institutional set up of the economy, including policies, laws, regulations, private and government organizations, types of market arrangements and demography. The structural unemployment is particularly tied to demand and supply of labor, price and wage formation (Campbell and Brue, 1995, Davidson, 1990). In this context, when the demand is high, the possibility of getting employment is also high and the vice versa. Frictional unemployment on the other hand is very much related to structural unemployment where there is temporary unemployment spells. In such a situation, accessing employment becomes harder and youths are however more disadvantageous than adults due in part, to the societal perception of them as displaying lower labor market attachment than older workers (Rees, 1986).

Cyclical unemployment differs from structural and frictional unemployment by basically being tied to economic fluctuations. Structural and cyclical unemployment are usually regarded as disequilibrium phenomena in the sense that they reflect excess labor supply at existing wages (Campbell and Brue, 1995). Normally employers strive to achieve equilibrium by ensuring that there is no labor supply from low productive workers, whose productivity is lower than the real return from their employment. Then, individual employers informally tend to hire most efficient workers.

In Uganda, both the human capital and Neo-classical theories have been used to determine individuals with more qualifications to access employment. Since political independence in 1962, Uganda has tried to pursue various policies favorable to human resource development. These policies were aimed at educating and training people with a view to improve the individual productivity. In order to achieve this goal various policy measures were taken on board including universal primary education, Universal Secondary education, introduction of adult education and inculcating into the citizens, education for self-reliance, in which theory was merged with practice. Although the initiatives were taken, to develop human resource, the government was unable to achieve equilibrium in the labor market.

After independence, people began running from manual jobs in rural areas to urban areas in search of white collar jobs. This escalated the friction unemployment in which many youths

found them in urban centre with no employment. In 1996 the government realized that there is a need to deal with urban unemployment through specific policy interventions. There are indications that, many people lack job-related skills and significant increase of unlikelihood to access employment.

For over two decades now, Uganda is faced with the problem of urban unemployment, which has paralleled a rise in people “frustration, anxiety and despair, culminating in crime, drug addiction and alcoholism”. Hopelessness and desperation has made young people easy recruits in armed rebel or insurgent movements experienced in many urban centre such as Masaka, Jinja and Gulu. The prevalence of urban unemployment in Uganda was regarded as a major national developmental challenge, and an impediment of sustainable development.

The vast existing literature on sustainable development hints at active and quality youthful population as one – possibly the only – factor reasonably consistently associated with economic growth and social development in general. The ILO Regional Director for Africa, Charles Dan (2012) asserts that “...enthusiastic and energetic young people can drive the social and economic prosperity of the continent. – Although even on these accounts, the existing evidence is not overwhelming. Important studies estimating the association of quality youth and access to employment in Africa include Haji and Haji (2012), Argenti (2002), Cooper (2007), Thompson and Arsalan (2007), Guarcelloet, al. 2005), and Mjema (1997). Examples of economic growth function estimates with youth contribution through employment in Africa include Martins’ (2013) report for the World Development, Pollin et, al.’s (2006) report on South Africa, Messkoub (2008) in the Middle East and North Africa, and ILO (2011) in South Africa. Compared to decades ago, “modern” socioeconomic structures have only served to reduce significantly the time young people spend with the older generation. This in turn may have reduced adult confidence in youths’ abilities to handle responsibility and consequently eliminated opportunities for positive role modeling and role learning for young people from their elders (Chinman&Linney, 1998). Regrettably, this situation has led a significantly large proportion of young people in Africa to live in social environments where chances “of living decent lives are negligible and in which many find themselves stuck in positions of inadequate life chances and bleak prospects” (Christiansen, Utas&Vigh, 2006, p. 11).

However, the existing evidence on the association between quality of youth and access to employment – be it in level or value-added form – is still likely to suffer from bias due to unobserved youth characteristics, and employers' perspectives variables. Obvious examples where such bias would occur include incidences where employers prefer certain type of observable characteristics regardless of the individual preparedness and motivation. In short, estimates of the effect of youth observable characteristics that convincingly overcome such biases are so far missing in the literature.

2.2.3 Going beyond neoclassical theory

The main assumption of New Keynesian economics, that distinguishes it from neoclassical economics, is that wages and prices do not adjust instantly to allow the economy to attain full employment (ILO, 2011). The logical starting point of Keynes's theory of employment is the principle of effective demand. According to this theory; total employment depends on total demand and unemployment results from deficiency of total demand (Ambilikile, 2006)

The Keynes' theory is useful in this study but it is too narrow to explain factors that may contribute to unemployment, unemployment cannot occur only because of supply and demand; instead depends on many factors including individual profile such as level of education and inclination, such as motivation to work. Also Keynes talk about unemployment as a results from deficiency of total demand also this is not true because unemployment is caused by many factors, also he considered that wages and prices do not adjust instantly to allow the economy to attain full employment this also is not true because wages and prices have more impact on the economy. Therefore the researcher aims to find other factors that cause unemployment through use of research objectives to get information and have a solution about youth unemployment in a developing country like Uganda.

2.2.4 The Classical Theory of Unemployment

Classical economists suggest other “market interference” reasons for unemployment, as well. The economy might provide less than the optimal number of jobs, they believe, because: regulations on businesses reduce their growth, restricting growth in the demand for labor, labor-related regulations (such as safety regulations, mandated benefits, or restrictions on layoffs and firings) and labor union activities increase the cost of labor to businesses, causing them to turn towards labor-saving technologies and thus reducing job growth ,public “safety net” policies such as disability insurance and unemployment insurance reduces employment by causing people to become less willing to seek work (Ackerman et al, 2013)

The classical theory was too narrow because it considers the only cause of unemployment as something that interferes with the adjustment of free markets for instance:- regulations on businesses , labor-related regulations, public “safety net” policies such as disability insurance and unemployment insurance reduces employment by causing people to become less willing to seek work .Therefore the researcher of this study sees this as cannot be the only causative of unemployment there are other factors which must be found.

2.2.5 The extent to Which Education Prepare Youth for Self-Employment

Education is a necessary step to prepare people to be ready for work. In education, people get knowledge, skills and positive attitude towards job. The World Development Report 2007 (World Bank 2006) shows that in spite of improved primary education completion rates, fewer individuals might be attaining competitive skill sets.

This report suggests that there is a need for changes in curricula and teaching methods to inculcate in students strong thinking, communication, and entrepreneurial skills, which are in high demand in workplaces. The report also suggests that education system has failed to provide students with both general and core competencies and skills, which are valuable in labor markets. For education to prepare youths for the world of job, the report suggested, it is necessary to inculcate in them the necessary knowledge and skills that are characterized by change and in which there is a constant demanded by the employers.

Stiftung (2014) did a study on the role of education in improving labor market outcomes, with a particular focus on policy considerations for developing countries. He reviewed a literature on the role of education in Ghana and Pakistan. He found that education plays a central role in preparing individuals to enter the labor force and in equipping them with the skills needed to engage in lifelong learning experiences. He suggested that educational reforms should create a realistic balance between theory and practice; there is need to heavily invest on quality adequate infrastructure that includes spacious classrooms, energy, offices, laboratories, workshops, hygiene and sanitation facilities, and portable water facilities, as critical for overall students' academic excellence.

Peterson et al, (2003) found that work-based learning experiences can have a positive impact on school achievement and outcomes. Students who participate in work-based learning show an increase in completion of related coursework as well as an increase in attendance and graduation rates .Early work-based learning experiences can help students build crucial job-keeping skills or soft skills. Peterson et al, (2003) identified that work-based learning is one way youth can identify interests, strengths, skills, and needs related to career development. A hands-on experience in a real setting, work-based learning includes a broad range of opportunities including shortterm introductory activities such as job shadowing, informational interviews, and workplace tours, as well as more long-term and intensive training including workplace mentoring, apprenticeships, and paid employment. Volunteer work, service learning, and activities at a student's school site can also provide rich, work-based learning opportunities.

Pieter (2013) found that Vocational education and training often play a limited role due to weak links with skills demanded by private sector, insufficient funding, poor monitoring and evaluation, stigmatization, and low (perceived) returns.

Bangser (2008) identified that Students' high school experiences often do not prepare them adequately for postsecondary education and the world of work. Special attention should be paid to increasing the rigor, relevance, and engagement of the high school curriculum, including for students who have traditionally faced barriers to successful postsecondary transitions.

2.2.6 Ways for Solving Unemployment Problem In Uganda

Juma (2007); suggested some ways that can be used to solve the problem of youth unemployment, these include: (1) providing youth with appropriate post primary education, support change of mindset and develop their skills in order to promote self-employment and increase their employability in the expanding private sector investments. E.g. setting of skill development centres within the rural areas. (2) Collaborative effort to educate people and create public awareness on the harmful effects of substance abuse, prostitution and the risk of HIV/AIDS transmissions. Counseling, testing, promotion of dissemination of information on HIV/AIDS and the use of Anti Retro-Virals (ARVs) need to be further advocated (3) Develop better policy and laws to provide proper guidance for informed labour market and youth programmes designing and implementation (4) Provision of appropriate support to rural youth livelihood activities and the strengthening of access of young men and women to technical and financial services as well as access to market information is vital for expanding rural employment opportunities and improve rural youth livelihoods (5) strengthen institutional linkages and capacity building at all levels in order to address the challenges of youth unemployment in rural areas and (6) opening up export market opportunities for local products, including increasing investments in processing and manufacturing and relaxation of restrictive conditions in the international trade.

2.3 Conceptual Framework

The conceptual framework describes the dependent variables and independent variables related to determinants of unemployment in Uganda.

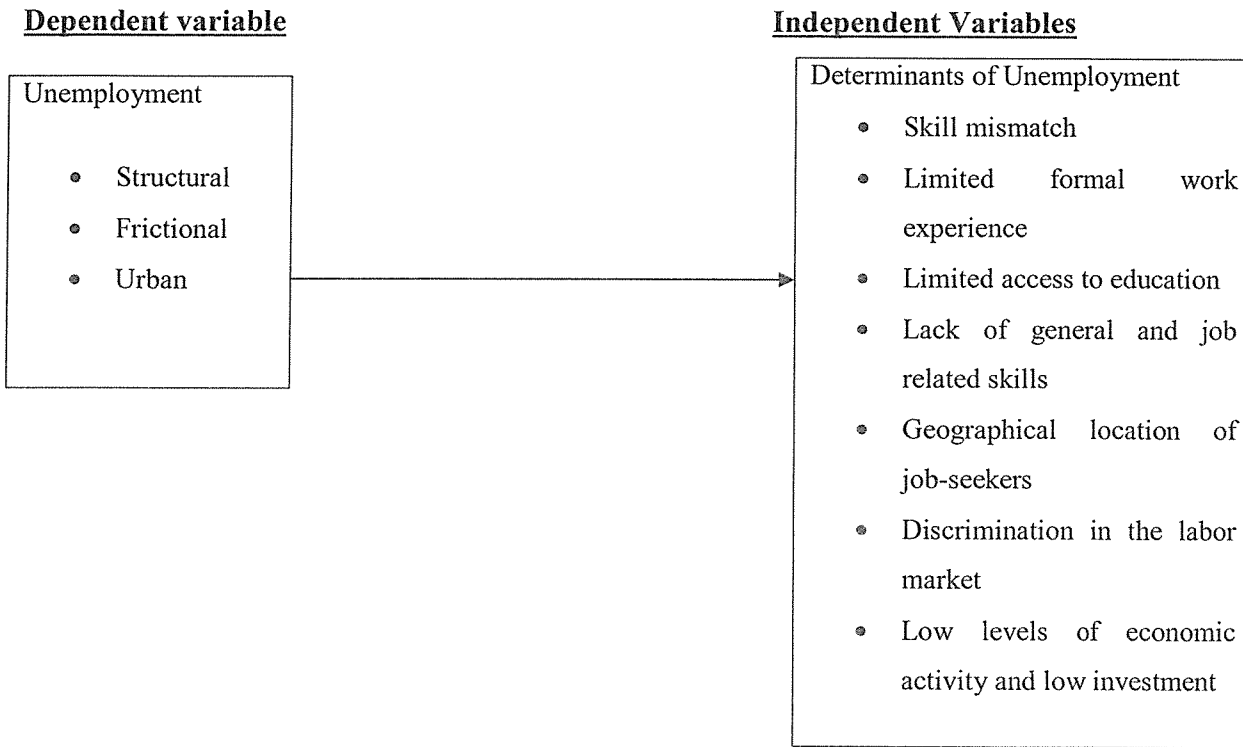


Figure 2.3: Conceptual Framework of Independent Variables, Intermediate

Variables and Dependent Variables

The figure above shows the interrelationship between independent variables, dependent variables. It shows that the Dependent variable, Unemployment is due to skill mismatch, limited formal work experience, limited access to education, lack of general and job-related skills, geographical location of the job seekers, discrimination in the labor market, low levels of economic activity and low investment. Through the above explanation the variables are interrelated in such a way.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This part covers the research methods which were used for data collection, these include, the study area, Research design, Data types and Sources of data, Data collection method and Sampling aimed to be used in the whole process of research activities as guide for obtaining data.

3.2 The Study Area

The study was conducted in Kansanga-Uganda. The area was selected due to the fact that it has got challenge of unemployment, which was seen as a research problem which dealt with in order to create more job opportunities for people who improve on their living standards. Whereby both the published and unpublished materials are to be used to obtain information for the completion of this thesis.

3.2.1 Geographical Location

Uganda is a landlocked country strategically located in East Africa, west of Kenya, South of South Sudan, east of the Democratic Republic of Congo (former Zaire), and north of Rwanda and Tanzania. It is in the heart of the Great lakes region of East Africa, and is surrounded by four of them, Lake Edward, Lake Albert, Lake Kyoga and Lake Victoria. Geographically, Uganda's latitude and longitude is 1.3733⁰N, 32.2903⁰E (World map 2017).

3.2.2 Climatic Condition

Rainfall is the most important climate factor in Uganda. In Uganda, we receive both Relief and convectional types of rainfall. There are mainly two seasons in Uganda. The first season; "March, April and May" and the second season that starts in August through December. Generally this rainfall in moderate and support Agriculture. We experience both tropical and equatorial climatic conditions as well as semi-arid in the northern part of the country. Greenland and tropical forest dominate the central region, with volcanic foothills in the east.(www.nationencyclopedia.com, 2016)

3.2.3 Topographical Characteristic of Uganda

Uganda is located on the edge of the Equator, and is bordered by Democratic republic of Congo (D.R.C), Kenya, Rwanda, South Sudan, and Tanzania. Uganda averages about 1,100 metres (3,609 ft) above sea level, and while much of its border is lakeshore. Uganda is mostly plateau with some rolling hills and low mountains. The greater part of Uganda consists of a plateau 800 to 2,000 meters (2,600- 6,600 ft) in height. Along the western border, in the Ruwenzori Mountains, Margherita Peak reaches a height of 5,109 m (16,762 ft), while on the eastern frontier Mt. Elgon rises to 4,321 m (14,178 ft). By contrast, the Western Rift valley which runs from north to south through the western half of the country is below 910 m (3,000 ft) on the surface of Lake Edward and Lake George and 621 m (2,036 ft) on the surface of Lake Albert (L. Mobutu SeseSeko). The Nile river leaves Lake Victoria(its source) near Jinja, as the Victoria Nile, it flows for approximately 300 miles (500 kilometers) further through Lake Kyoga, until it reaches Lake Albert. After leaving Lake Albert, the river is known as the Albert Nile. It the flows into South Sudan, where it is known as the Bahr al Jabal, or mountain Nile.(World Atlas, 2017).

3.3 Research Design

Non- experimental design of cross section design was majorly applied in this study.

3.4 Data Types and Sources of Data

In this study both primary and secondary data was used. Objective, that is, general objective and specific objectives where by the interview method was used and secondary data was obtained from the official records, Newspapers and Journals as well as internet/different websites.

In this study, secondary data was used and this Secondary data was obtained from different sources of data such as official records like data of Population census records that were carried out in Uganda and also from socio-economic profile of Uganda and from internets/websites, Newspapers and other journals.

3.5 Data Collection Method

Different methods were employed in collection of both primary and secondary data; for instance Questionnaires were specifically used of structured questionnaire in which both closed and open questions were in consideration and the reasons of selecting this method was due to the fact that the method was free from the bias of the interviewer, also Respondents had adequate time to give well thought out answers but also it was very cheap even if the universe was large, not only that but also the method was appropriate to the study.

Interview method was used specifically personal interview where indirect interview was used in a such a way that a person who had knowledge about youth unemployment problem gave information and information was recorded that was through use of structured interview in which a set of predetermined questions and of highly standardized technique of recording, the reasons of using this method was due to the fact that personal information can as well be obtained easily. Also more information and that too in greater depth can be obtained.

Focused group discussion method was also used, this was through division of questions to different groups so that they can discuss together and provide true answers that are needed by this study. But the reasons for choosing are due to the fact that it allows discussion hence easy to obtain data.

Table 3.1: Data Collection Methods and Tools

Objective	Methods	Tools	Respondents
(i) To Explore youths' views on the processes that they identify as necessary for them to be employed	Interview and focus group discussion	Questionnaire	34
(ii) To assess employers perception about youth unemployment	Interview	Checklist Questionnaire	34
(iii) To determine to what extent does education prepare youth for self-employment	Interview	Questionnaire	17
(iv) To determine the ways for solving the youth unemployment problem in Kansanga, Kampala-Uganda	Interview	Questionnaire	17
Total			102

3.6 Data Processing

The collected data was processed and verified prior to analysis. Data was edited, compiled, classified, tabulated and summarized to detect errors and omissions before coded into numeral to make them amenable for analysis, and then entered into computer using Statistical Package for Social Science (SPSS).

3.7 Data Analysis

The Statistical Package for social Science (SPSS) was the main computer software for data analysis in using SPSS, the first step involved preparation of the variables that were suitable for addressing the research questions and the methods of analysis that were used. The Descriptive statistics analysis were used to analyze variables, especially by use of frequencies to show the

nature of relationship between the dependent variables and independent variables. And the model of the independents and dependent variable were developed and were well explained.

3.8 Reliability Consideration

To test the Reliability under this research study, a researcher used test- retest method so as to get results which were similar, also pre-test and comparison methods were employed to see if the measures were stable not only that but also language used according to the environments. Therefore this helped to determine the reliability.

3.9 Validity Consideration

To test the validity under this research study, validity was obtained by asking a series of questions in discussions being guided by research objectives of this study, but also triangulation method was employed to evaluate the results that were obtained through data collection methods, this was used in order to control bias which may happen during data collection stage. Also multiple methods were used for instance use of observation, tactical interviews and recording as a method for data collection. Therefore through the designed research questions the research findings and conclusion were trusted.

CHAPTER FOUR
ANALYSIS AND PRESENTATION OF RESULTS

4.1 Introduction

This chapter presents the data for unemployment in Kansanga-Kampala district- Uganda. The data are focused in the four research objectives that were developed in chapter 1, which were set to: explore youths' views on the processes that they identify as necessary for them to be employed; assess employers perception about youth unemployment; determine to what extent does education prepare youth for self-employment; and to determine the ways for solving the youth unemployment problem in Uganda.

The data are arranged according to these objectives. Part 1 presents the demographic characteristics of the research participants, while part 2 presents the data for objective 1. Part three focuses on the data for objective 2, while part four presents the data for objective 3.

4.2. Hindrance toward Employment

The second question wanted to assess the youths' understanding the factors that hinder them from accessing employment. Through questionnaire, the youths were asked to identify factors that hinder them from accessing employment. The following are the responses.

Table 4.1: What the Government Should Do To Solve the Problem

Responses	Frequency	Percent
emphasize more on entrepreneurship training skills	23	33.8
encourage more investors to invest in the country	18	26.5
to improve the domestic industries	12	17.6
to modify markets for agricultural products	15	22.1
Total	68	100.0

4.3 What Should the Government Do to Solve Youth Unemployment?

The study revealed that 33.8% said that it should emphasize more on entrepreneurship training skills, 26.5% said that it should encourage more investors to invest in the country but also 22.1% said that it should modify markets for agricultural products 17.6% of respondents said that it should improve the domestic industries as indicated in table (16). This is supported by that of Joselyn T. (2007), in which suggested some ways that can be used to solve the problem of youth unemployment, these include: (1) providing youth with appropriate post primary education, support change of mindset and develop their skills in order to promote self-employment and increase their employability in the expanding private sector investments. E.g. setting of skill development centres within the rural areas. (2) Collaborative effort to educate people and create public awareness on the harmful effects of substance abuse, prostitution and the risk of HIV/AIDS transmissions. Counseling, testing, promotion of dissemination of information on HIV/AIDS and the use of Anti Retro-Virals (ARVs) need to be further advocated (3) Develop better policy and laws to provide proper guidance for informed labour market and youth programmes designing and implementation (4) Provision of appropriate support to rural youth livelihood activities and the strengthening of access of young men and women to technical and financial services as well as access to market information is vital for expanding rural employment opportunities and improve rural youth livelihoods (5) strengthen institutional linkages and capacity building at all levels in order to address the challenges of youth unemployment in rural areas and (6) opening up export market opportunities for local products, including increasing investments in processing and manufacturing and relaxation of restrictive conditions in the international trade.

It can safely be concluded that, youths' views on the processes that are necessary for them to be employed are: - Quality education, entrepreneurial skills, work experience and influential Parent.

Table 4.2: Criteria When Recruiting and Selecting New Employees

Responses	Frequency	Percent
Capacity to work	7	41.3
Age	1	5.9
Education and experience	4	23.6
hard working	4	23.6
Nationality	1	5.9
Total	17	100.0

4.4 Employers Perception about Youth Unemployment

The second objective was to assess the perception of employer on youth unemployment. Through questionnaire, the employer was asked to explain the criteria they used when making a decision to recruiting a youth. The question was: What criteria do you use when making a decision to recruit a youth? The following were the responses. The findings shown that 41.3% of respondents said that the criteria which they consider when recruiting and selecting new employees are;

Capacity to work and 23.6% of respondents said that they consider; Education and experience and hardworking but also they consider Nationality of the applicant as shown in (Table 17).

Table 4.3: The Reasons for Recruiting the Adults Than Youths

Responses	Frequency	Percentage
Working experiences	12	70.6
Trust worth	5	29.4
Total	17	100.0

4.5 The Reasons for Recruiting the Adults than Youths

The second question on this objective was to find from the employers, the reasonson why they prefer recruiting the adults than youths. The question was: Why do more employers prefer to employ adults than youths?

The findings show that 70.6% of respondents said that they prefer recruiting adults than youths because adults have more working experience than youths. While other respondents said that they prefer them because they are more trust worth than youths.

This can be supported by that of Irira (2014) in which found that the population most at risk of unemployment is generally the educated youth entering the labor market for the first time one reason for higher youth unemployment rates is that first time job seekers, who are mainly young, face greater difficulty owing to lack of work experience and, often, limited access to job vacancy information. Another reason is that younger workers have higher job turnover rates because of lack of skills and training, the lack of credit facilities for self-employment and problems of transition from school to work. In conclusion, this objective found employers' perception of youths as quality education, quality employment policy, financial support and creation of more jobs which they identified as necessary for youth employment.

4.6 The Extent to Which Education Prepare Youth for Self-Employment

The third objective was to determine the extent to which education system prepare youths for employment or self-employment. This objective was meant to teachers. The questionnaire asked them to respond to the question: In what ways does the education system in Uganda prepare youths for employment or self-employment?

Table 4.4: The Strategies Which Institutions Use To Prepare Students for the World of Work have been in tabular form as shown below.

Responses	Frequency	Percent
emphasize on studio work and in a real world simulation like urban planning	3	17.6
more field exposure from year one to last year	5	29.4
no further strategies instead we are using those prepared by white people	1	5.9
provide knowledge and skills that student can apply for self-employment like project planning management	1	5.9
to attend seminars workshop	1	5.9
to encourage on study tours	3	17.6
to review and develop curriculum which are relevant to labour needs in the industries	2	11.8
to send academic staffs for further studies	1	5.9
Total	17	100.0

4.7 The Strategies Which Institutions Use To Prepare Students for the World of Work

The question was, what strategies do you think are the best to solve the problem of youth unemployment in Uganda? The following are the responses

The findings shown that 29.4% of respondents said that they base more in field exposure from year one to last year and 17.6% of respondents said that they emphasize more on studio work and in a real world simulation like urban planning and they do encourage on study tours and 11.8%, said that they insist to review and develop curriculum which are relevant to labor needs in the industries 5.9% said that there is no further strategies instead were using those prepared by white people, to provide knowledge and skills that student can apply for self-employment like project planning management but also to attend seminars and workshop. Therefore it implies that practical training builds more ability to the students than learning through theories. This is in

line with that of NCWD (2012), observed that a person receives and processes information from a multitude of sources thousands of times each day. Most pieces of information are filtered out because they are not applicable to what a person is doing at the time. Youth need opportunities to practice critical observation and using relevant sources to gather information. This is an important skill in the workplace because it allows an employee to gather needed information and consider how that information impacts the job at hand.

To conclude this objective, it can be said that education institutions should be able to ; provide knowledge and skills that student can apply for self-employment, and thus the following should be done: - emphasize on studio work, do more field exposure like project planning management, promote students to attend seminars/ workshop in order to get working experience, encourage on study tours and review and develop curriculum which are relevant to labor needs in the industries.

Table 4.5 Perceptions of teachers, employers and youths on the ways to be used to Solve Youth Unemployment In Uganda

Strategy	Youth		Employer		Teachers	
	No	%	No	%	No	%
Quality Education	12	17.6	7	41.2	3	17.7
Quality Employment policy	13	19.1	2	11.8	4	23.5
Financial support	22	32.4	3	17.6	5	29.4
Creation of more jobs	21	30.9	5	29.4	5	29.4
Total	68	100.0	17	100.0	17	100.0

4.8 Ways to Solve Youth Unemployment Problem in Uganda

The fourth objective was set to solicit information on what the teachers, employers and youths think are the best strategies to solve unemployment problem among the youths in Tanzania. Questionnaires were used to solicit information to all the Participants.

The findings shown that 41.2% of employers suggested that there is need of quality education and 17.7% of teachers proposed that quality education is needed while 17.6 said suggested about quality education as a means of solving youth unemployment problem, the employers who

suggested about quality education were more compared to other participants, which made different of 23.5%. It implied that most of the employers had recognized that youths lack quality education that could make them employed/ self-employed. This is supported by report of ILO (213) in which it was found that skills mismatch is adding to the youth employment crisis.

Skills mismatch on youth labor markets has become a persistent and growing trend. Over education and over-skills coexist with under education and under-skills, and increasingly with skills obsolescence brought about by long-term unemployment. Such a mismatch makes solutions to the youth employment crisis more difficult to find and more time consuming to implement.

While 23.5% of teachers suggested that there is need of quality employment policy and 19.1% of youths suggested so but also 11.8% of employers proposed that there is need of quality employment policy. But also it shown that 32.4% of youths suggested that there is need of financial support and 29.4% of teachers proposed that while employers were 17.6%. The findings revealed that most of youths need capital in order to employ themselves, thus why most of the respondents who suggested about addition of financial support were youths.

And 30.9% of youths suggested that creation of more jobs was important but also 29.4 of employers and teachers suggested the need of creation of more jobs to make youths employed. Therefore youths found that jobs opportunities are few thus why most of them suggested that there is need of increase of jobs opportunities. This are supported by that of (ILO, 1991 and Mjema, 1997, 1999) they found that youth unemployment were resulted from the general decline in the Economy, the Education system, lack of skills and business training, lack of credit facilities, emphasize on the formal sector alone, non-attractive Agricultural sector, lack of business advisory services, poor policies and over dependency on Government.

Juma (2007), suggested some ways that can be used to solve the problem of youth unemployment, these include: (1) providing youth with appropriate post primary education, support change of mindset and develop their skills in order to promote self employment and increase their employability in the expanding private sector investments. E.g. setting of skill development centres within the rural areas. (2) Collaborative effort to educate people and create public awareness on the harmful effects of substance abuse, prostitution and the risk of HIV/AIDS transmissions. Counseling, testing, promotion of dissemination of information on

HIV/AIDS and the use of Anti Retro-Virals (ARVs) need to be further advocated (3) Develop better policy and laws to provide proper guidance for informed labour market and youth programmes designing and implementation (4) Provision of appropriate support to rural youth livelihood activities and the strengthening of access of young men and women to technical and financial services as well as access to market information is vital for expanding rural employment opportunities and improve rural youth livelihoods (5) strengthen institutional linkages and capacity building at all levels in order to address the challenges of youth unemployment in rural areas and (6) opening up export market opportunities for local products, including increasing investments in processing and manufacturing and relaxation of restrictive conditions in the international trade.

This objective can be concluded youths' unemployment can be solved by providing them with giving financial support, establishing quality employment policy, through providing quality education and through creation of more jobs for instance through establishment of many industries.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Summary

The general objective of this study is to assess the determinants of unemployment in Uganda, particularly in Kansanga town. The first chapter presents the background information, statement of the problem, and the scopes of this study. Chapter 2 covers the reviewed theoretical and empirical literature as well as the conceptual framework for this study, while chapter 3 presents the methodology of this study. Chapter 4 is confined to data presentation.

5.2 Discussion

If youths are considered as national asset and that many nations depend on their youths, it is high time that the government through the Ministry of Education and Sports become serious about the providing quality education to youths in order to inculcate in them the necessary knowledge, skills and positive attitude towards employment. However, if the Ministry of Education and Sports does not ensure that youths are getting quality education, Ugandan youths and the future adults will not be successful in their lives. Despite the continued and increased efforts by international community on extending jobs to youths, education institutions continue to provide education that is incongruent to self-employment or access to employment.

Consequently, youths complete formal education without the necessary knowledge, skills or competencies for the world of work. As a result of which many families have a share of their graduate sons and daughters loitering the streets in search of employment without much success. (Mwebaze, 2017). Given the current status of youth unemployment, there is a need to transform, not only the institution of education where youths access education, but also the workplace to accept youths without much hurdles. The government and all the community members need to be concerned with how to transform the institution of education and employment to accommodate youths' needs and reduce youth unemployment. To that end, we need to understand the variables that mediate youths' unemployment by exploring youths' views on the processes that they identify as necessary for them to be employed; assess employers' perception about youth unemployment; determine the extent to which education prepares youth for self-employment; and determine the ways for solving the youth unemployment problem in Uganda.

Thus, research on youths' views on the processes that they identify as necessary for them to be employed and employers' perception about youth unemployment is needed to understand the key reasons for youths' unemployment and suggestions for improvement. When we come to know more on youths' views on the processes that they identify as necessary for them to be employed and employers' perception about youth unemployment, we will be in a better position to efficiently and effectively deal with youth unemployment in Uganda.

The present study attempted to address this need by assessing employers' perception about youth unemployment; determine the extent to which education prepares youth for self-employment; and determine the ways for solving the youth unemployment problem in Uganda. For this reason, this study is significant in terms of its potential to contribute to the gap in the literature.

5.3 Conclusion

The study has assessed the determinants unemployment in Uganda and has revealed that hindrance toward youth employment are:- corruption, nepotism and tribalism, few job opportunities, high competition, high requirement of experience, lack of capital, lack of entrepreneurship skills, low investment in industries, poor education system and lack of experience. This implies that youth unemployment are accelerated by both social factors, economic factors, political factors and demographic factor as the findings have revealed.

It has been observed that necessary processes for youth employability in any place are: quality education, entrepreneurial skills, work experience and influential parent. It implies that parents have more influence to their children starting on giving them quality education, capital and advice on using the knowledge they acquire for development. It has been observed that the most important criteria which employers consider when employing youths are: - Capacity to work, Age, Education and experience, hardworking of youth and Nationality of the applicant. This means that students who are not yet employed have to go on studying in order to acquire necessary qualification needed by the most of employers.

The reasons which make employers to prefer recruiting the adults than youths were:- Working experiences and Trustworthiness, they found that adults have more working experience than youths but also are more trustworthy than youths.

In what ways does the education system in Uganda prepare youths for employment or self-employment the findings shown that are through, field exposure from year one to year three, emphasize more on studio work and in a real world simulation like urban planning, encourage on study tours. It insists to review and develop curriculum which are relevant to labor needs in the industries, provide knowledge and skills that students can apply for self-employment like project planning management and through attending seminars and workshop.

The teachers, employers and youths suggested that there is need of quality education, quality employment policy, financial support, creation of more jobs in order to solve unemployment problem among the youths in Uganda. This implies that employment depends on many factors that can add more employment to the youths as seen above.

5.4 Recommendations

Basing on the findings of the study and the conclusion, the following recommendations are made in order to increase employment to youths and make them continue deliver services to the people in the study area for community and national development.

- **To emphasize more on practical training in each stage of learning**

There is a need of emphasizing on practical training in each stage of learning where by the Government should give order to each education institution to implement the use of this system as a means of teaching the students competent skills which can enable them to be employed or self employed and hence reduce youths unemployment.

- **To improve quality of education**

The government should improve the education by formulating system of education which are more quality to enable the students get quality education which can help to increase employability to the youths and match with skills needed in a labourmarkets and finally it implement the millennium development goals.

- **To introduce entrepreneurship training in each college**

Both non-government organization and government organizations should emphasize on entrepreneurship education provision in each college so as to enable the students get entrepreneurial skills which help them to employ themselves hence reduce youth unemployment.

- **To increase power in fighting against corruption**

The government should increase more power in fighting against corruption because it seems that the main hindrance toward youth's employment is persistent of corruption. Therefore there is a need of increasing power in fighting corruption which is seen as an obstacle to youth employment and development. Whereby the anti-corruption institution should work positively to solve the proceeding problem.

- **To eliminate the need of high need of experiences to first job seekers applicants**

The results shown that the high need of experiences is another hindrance to employment, because the most of vacancies announced need high experience while the graduates have no such qualification because they are fresh from schools so they do not have such qualification therefore the employers must see this in more consideration.

- **To improve domestic industries**

There is a need of increasing more effort on improving the domestic industries because the present of many industries will increase employment hence youth employment. The institution which deals with trade and industries should emphasize the government to establish more industries so as to increase employment and the economy of the country.

- **To insist the financial institutions to soften loan conditions among youths** The financial institutions should soften loan conditions to youths instead of requesting collateral such as house and land, but it must also consider their Certificates.

- **To stop the style of each institution to copy others are doing and provide methods that develop student's talents**

It is seemed that the students take similar course since many colleges have similar course hence there is a need of stopping this style because it leads to high competition in employment. For better analysis and assessment of the youth unemployment in Uganda and the world in general, I recommend similar study to be undertaken in Uganda. I further recommend the integration between the community, Government and Non-governmental organizations to take care about the ways of solving this problem as being proposed in this study and in other known researches of similar studies in order to combat youth unemployment problem.

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APPENDICES

Appendix 1: Questionnaire for Youths

Dear respondents

I am a student at Kampala International University pursuing a Bachelor's degree of Economics and Applied statistics in Third year. Kindly assist me to fill these questionnaires, which seek your information concerning the perspectives of youth on unemployment in Uganda. I assure you that your information will be treated with confidentiality and your names will not be known anywhere.

1. Characteristics of respondents.

(a) Sex

(i) Male

(ii) Female

(b) Age of respondents.

(i) 15-24

(ii) 25-34

(iii) 35 and above

(c) Marital status of respondents

(i) Single

(ii) Married

(iii) Divorced

(iv) Widow

(2) Which level of Education do you have?

(a) informal Education

(b) Primary Education

(c) Secondary Education

(d) College and above

(3) Which types/specialization of Education do you have?

.....
.....

(4) What is the occupation of your parents?

.....

(5) Do you live with your parents?

(a) Yes

(b) No

(6) What do you consider to be necessary before you are employed or employ yourself?

(a) Quality education

(b) Entrepreneurial skills

(c) Work Experience

(d) Influential parent

(7) Are you employed?

(a) Yes

(b) No

(8) If no, what do you think are the hindrance towards employment?

(a)

(b)

- (c)
- (d)
- (e)

(9) Do you get support from your family?

(a) Yes

(b) No

(10) Do you think your school training is sufficient to make you employed?

(a) Yes

(b) No

(11) What do you think education institution should do to prepare graduates for employment?

- (a).....
- (b).....
- (c).....
- (d).....

(12) What do you think employment institution should do to unemployed youths?

- i). ii).
- iii).
-

(13) In your views, what do you think the government should do to solve the problem of youth unemployment?

- 1.....
- 2.....

Appendix 2: Questionnaire for Employers

(14) How many youths do you have in your organization?

.....
.....

(15) Which criteria do you consider when you are recruiting and selecting new employees in your organization?

- (a).....
- (b).....
- (c).....
- (d).....

(16) Which group of people do you prefer when recruiting new employees?

- (a) Older
- (b) Youths

(i) Give a reason for your answer.

.....

(ii) Please list key characteristics you prefer when employing a youth?

- 1.
- 2.
- 3.
- 4.

(iii) In your views, what do you think should be done to solve the problem of youth unemployment in Uganda?

- a.
- b.

Appendix 3: Questionnaire for Teachers

(17) (a) What do you think about current education curriculum in relation to preparing graduates to work?

.....
.....

(b) What strategies does your institution use to prepare students for the world of work?

1.
2.

(a) Please explain how efficient these strategies are in preparing the graduates for employment

.....
.....
.....

(18) What are the weaknesses of these strategies?

- (a).....
- (b).....
- (c).....
- (d).....

(19) Are the teaching methodologies of Uganda which are being used currently sufficient to prepare youth to be self-employed?

(a)Yes

(b)No

(20) (a) Which teaching Methodologies do you apply in teaching the students?

- i. ii.
- iii.
- iv.
-

(b) (i) From the above answers, which methodology (ies) do you think is more sufficient to prepare youths to be employed/ self-employed?

.....

(ii) Why do you think it is more sufficient?

.....

(c) What do you advise the Education Institution about the teaching methodologies that can facilitate the graduate to be employed/ self-employed?

.....

.....

(a) If no, what are your suggestions concerning to the teaching methodologies used in Uganda?

.....

.....

.....

(b) In your views, what do you think should happen to solve the problem of youth unemployment?

.....

.....